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AUTHOR	Brandy, Tim
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ABSTRACT

This book begins with a historical and social foundation for belief in the arbitrary nature of the traditional mathematics curriculum. Chapters reflect the way the author learned while working with children. Each chapter is a complete idea and it is not necessary to read them sequentially. Each chapter is illustrated by stories of different work with children and followed by a discussion of pedagogy. Children offered their thinking and their stories as an opportunity to understand the relationship between teacher, child, and context. This book is offered as a story of becoming a teacher who follows the lead of children instead of leading children. Chapter titles include: "The Disintegration of Math"; "Mathematics as an Extension of Culture"; "Watch Your Language"; "The Continuous Learning Community"; "Unpolluting Ourselves, Unpolluting Others"; "Don't Hold That Pencil, It Takes Half as Long"; "Talking It Out"; "Of Algorithms, Algebra, and Content"; "When Complexity Catches Up"; and "So What?" (ASK)

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